**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Number Sense: Using Multiplication to Compare**  **The Envision Lesson: 5-3** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Twice |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Problem of the Day  Review when you would use multiplication. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Model arrays in math journal. Two times as many=twice as many. Write in math journal. 2. How will you provide multiple opportunities for vocabulary to be used in context? Build two arrays of the same thing. Questioning (i.e. How many times do we go to recess in a day? How many times will we have book fair this year?) Comparing money. Reviews. Link to Investigations Unit 5, Session 3.2, Activities 1 and 2 for extra array practice. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Give students a problem to solve with counters. For instance:*  *John has 6 bouncy balls. Mary has twice as many as John. How many bouncy balls does Mary have?*  *Let students work through the problem on their own, then discuss their solutions. Once students have shared, work through the problem as a class. How can we model the number of balls John has with the counters? How can you use equal groups to show the number of balls Mary has? Tell students to make a model of Mary’s counters separately from John’s counters. Have students look at Mary’s counters. Ask, “How many are in each group? How many equal groups are there? What multiplication sentence can you write to show the total?”*  Use other examples (i.e. Jenny has 3 quarters. Nancy has four times as many as Jenny…)  Link to Investigations Unit 5, Session 3.2, Activities 1 and 2 for extra array practice. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Once you’ve worked through the problem, have students record their work on a piece of paper by drawing circles to match their counters.  Continue with other examples. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Below drawings, have students write the multiplication sentence that is modeled.  Gradually phase out concrete and representational by using independent practice questions on p. 114-115 of EnVisions. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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